

# ***THE EFFECT OF USING CIRC TECHNIQUE ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK TARUNA SATRIA PEKANBARU IN COMPREHENDING DESCRIPTIVE TEXTS***

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**Abstract:** *Cooperative Integrated Reading and Composition (CIRC) technique is one of the techniques used to teach reading and writing, however the researcher only focus on reading comprehension. The research aimed at finding out whether there is a significant effect of using CIRC technique on the ability of the first year students in comprehending descriptive texts. 37 students of SMK Taruna Satria Pekanbaru were chosen as the sample of the research using cluster random sampling. The results of the research showed that there is a significant effect of CIRC technique on the ability of the first year students of SMK Taruna Satria Pekanbaru in comprehending descriptive texts. Based on the result, teacher can use CIRC technique to reading because this technique has proven to increase students' reading comprehension of descriptive texts. Based on the results of the researcher, students are resumen to increase their ability level not only by doing exercise given by their teacher but also by doing them from the books.*

**Key Words:** *Reading Comprehension, CIRC Technique, Descriptive Texts.*

# **PENGARUH PENGGUNAAN *CIRC TECHNIQUE* TERHADAP KEMAMPUAN SISWA TAHUN PERTAMA SMK TARUNA SATRIA PEKANBARU DALAM MEMAHAMI TEKS DESKRIPTIF**

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**Abstrak:** Teknik Cooperative Integrated Reading and Composition (CIRC) merupakan salah satu teknik yang digunakan untuk mengajar membaca dan menulis, namun peneliti hanya fokus pada pemahaman bacaan. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan teknik CIRC terhadap kemampuan siswa kelas satu dalam memahami teks deskriptif. 37 siswa SMK Taruna Satria Pekanbaru dipilih sebagai sampel penelitian menggunakan cluster random sampling. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan teknik CIRC terhadap kemampuan siswa kelas I SMK Taruna Satria Pekanbaru dalam memahami teks deskriptif. Berdasarkan hasil tersebut, guru dapat menggunakan teknik CIRC untuk membaca karena teknik ini terbukti dapat meningkatkan pemahaman membaca siswa terhadap teks deskriptif. Berdasarkan hasil penelitian, siswa dilanjutkan untuk meningkatkan tingkat kemampuan mereka tidak hanya dengan melakukan latihan yang diberikan oleh guru mereka tetapi juga dengan melakukannya dari buku-buku.

**Kata Kunci:** Pemahaman Membaca, Teknik CIRC, Teks Deskriptif.

## INTRODUCTION

Reading is one of the important language skills for English language learners, especially for students who learn English as a foreign language. According to Grabe and Stoller (2002), reading is the ability of drawing meaning and interpreting the information in the printed page appropriately. It means that they are expected not only to read the whole text but also to comprehend the meaning of the text and to understand what happens with the text. The teacher can make the students comprehend reading materials and the students as the readers of English, have to comprehend reading materials by using a good technique.

In reading, the students are expected to have competence in understanding some kinds of texts. The point of reading is comprehension of reading the texts or the materials. It means that the students have to be able to comprehend the reading materials. By comprehending the reading text, the students will get more knowledge and they can apply it in their life.

In this research, the researcher focuses on comprehending descriptive text. According Anderson (2003:26), descriptive text is a text to describe a particular person, place, or things. In descriptive text, the researcher describes an object, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007).

Based on the researcher's observation with students at SMK Taruna Satria Pekanbaru, many students face some difficulties in comprehending the text, such as; limited vocabulary and lack of handling WH questions. The ineffective technique applied is probably one of the causes of the students' difficulties in comprehending text. In addition, based on the interview with the students, they said that they feel bored when reading the text because the text is quite long and difficult to understand. They were also given some questions based on the text and it is hard for them to handle it by themselves. Moreover, they are not interested in the learning process because they need some new activities that provide a change of mood in the classroom. It will motivate them to read the text and increase their interest in reading activity in the classroom. Because of that, a teacher should use an appropriate technique in teaching reading comprehension so that they are able to comprehend the text.

To solve this problem, discovering the proper strategy is essential to make teachers successful in teaching reading comprehension. The researcher offers for teachers to use cooperative learning techniques as the alternative way to teach reading. The researcher provides the solution to these problems, the researcher proposes a technique, called cooperative integrated reading and composition (CIRC).

In this research, the researcher used CIRC technique to teach reading comprehension. This research aimed at finding whether there is a significant effect of using CIRC technique on the ability of the first year students of SMK Taruna Satria Pekanbaru in comprehending descriptive texts.

## METHODOLOGY

This research was a pre-experimental with one group pre-test and post-test design. The design of this research is described as follows:

**Table 1. The Design of the Research**

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Where:

X: Treatment

O<sub>1</sub>: Pre-test

O<sub>2</sub>: Post-test

This research is conducted at the first year students of SMK Taruna Satria Pekanbaru. The researcher used cluster random sampling. The sample selected as the research class is X TKJ 3. Based Gay & Airasian (2000) random sampling is the process of selecting a sample in such a way that all individuals in defined population have an equal and independent chance of being selected for sample. Cluster sampling means that sampling in which groups, not individuals which make up a target population.

In doing this research, the pre-test and post-test were given to the students. The test consist of 40 multiple choice test items on descriptive texts. Pre-test was given before the treatment, and post-test was given after the treatment. In order to analyze the data, T-test was used by employing SPSS 25.0. T-test was used to compare the difference result of pre-test and post-test.

## RESULT AND DISCUSSION

### Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

**Table 2. Descriptive Statistic of Pre-test**

N	Minimum	Maximum	Mean	Std. Deviation
37	58.00	80	65.00	6.325

Table (2) shows that the mean score of students was 65.00. Meanwhile, the minimum score of the pre-test was 58.00 and the maximum score was 80.

**Table 3. Descriptive Statistic of Post-test**

N	Minimum	Maximum	Mean	Std. Deviation
37	65	90	73.78	6.140

After giving the treatment, post-test was given to the students. Table (3) shows that the mean score of post-test was 73.78. Meanwhile, the minimum score which students got in post-test was 65 and the maximum score was 90.

**Table 4. Paired Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	37	65.00	6.325	1.058
Post-test	37	73.78	6.140	1.009

Table (4) shows that the total number of students of pre-test and post-test were 37 students. The mean score of the pre-test was 65.00. There doing was an improvement in the post-test, because the mean score in post-test increased to 73.78. The difference of the mean score between the pre-test and post-test was 8.78.

**Table 5. Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test – Pre-test	8.973	5.204	.856	7.238	10.708	10.488	37	.000

$$\begin{aligned}
 t\text{-table} &= n-1 ; \alpha/2 \\
 &= 37-1 ; 0,05/2 \\
 &= 36 ; 0,025 \\
 &= 2.028
 \end{aligned}$$

Finally, to prove the hypothesis, the data were calculated by using t-test formula with assumption as follows:

- If  $t\text{-test} > t\text{-table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
- If  $t\text{-test} < t\text{-table}$ , the Null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

Table 5. shows that the result of the t-test is 10.488. Meanwhile, the t-table is 2.028. The comparison between t-test and t-table showed  $10.488 > 2.028$  means that t-test is higher than t-table. It can be concluded that the alternative hypothesis “there is a significant effect of using CIRC technique on the ability of the first year students of SMK Taruna Satria Pekanbaru in comprehending descriptive texts” was accepted and the null hypothesis was rejected.

## **Discussion**

Based on the description of the data above, it can be stated that CIRC technique is applicable for teaching English on reading descriptive text. It can be proved that the post-test result was better than the pre-test result which indicated the improvement of students’ reading comprehension in descriptive text. There was a statistically significant difference between pre-test and post-test. The achievement of students’ reading comprehension ability was measured between pre-test and post-test. The improvement achieved might have been attributed to the way we were being taught by CIRC technique.

The result showed that the mean score of post-test was higher than the score of pre-test  $73.8 > 65.00$ . This means that the students’ post-test score was better than their pre-test scores which indicated the improvement of students’ reading comprehension in descriptive text. Furthermore, the t-test formula was used to compare the result of pre-test and post-test in determining whether the treatments could give an effect on the students’ reading comprehension or not. The data analysis showed that t-test was higher than t-table ( $10.488 > 2.028$ ). For that result the writer concluded that Null Hypothesis is rejected and Alternative Hypothesis is accepted, “There is a significant effect of using CIRC technique on the ability of the first year students of SMK Taruna Satria Pekanbaru in comprehending descriptive text.”

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

This is a pre-experimental research that has main purpose to find out whether or not there is a significant effect of using CIRC Technique on the Ability of the First Year Students of SMK Taruna Satria Pekanbaru in Comprehending Descriptive Texts.

Based on the result of the data analysis, it can be concluded that that there is a significant difference between the results of pre-test and post-test. Hence, it can be stated that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of using CIRC Technique on the Ability of the First Year Students of SMK Taruna Satria Pekanbaru in Comprehending Descriptive Texts.

## Recommendation

After getting the result of the study in this research, the researcher would like to give 3 recommendations as follows:

Firstly, the teacher can use CIRC technique to teach reading comprehension especially in teaching descriptive text since this technique gives a significant effect on the students' ability in comprehending descriptive texts.

Seconds, students can improve there ability level in components of reading not only by doing exercises given by their teacher but also by doing exercises from books.

Finally, the further researchers can use this strategy to other levels of students in various contexts in order to discover its effectiveness in developing the students' ability in reading comprehension.

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